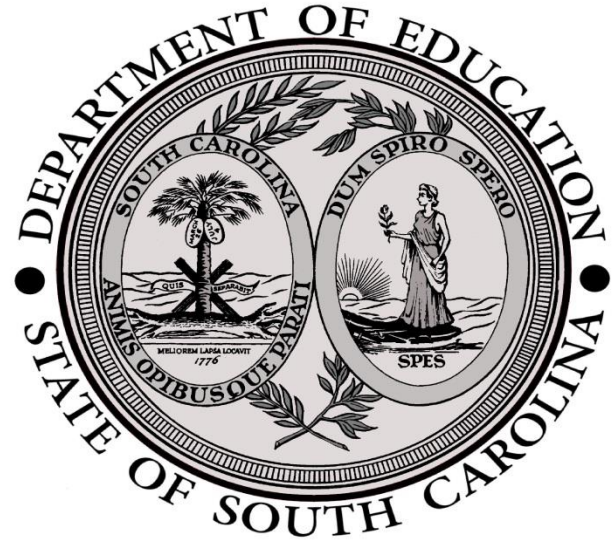


# DAY 2

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Spring 2016  
Professional Learning  
High School



# Welcome Back




✓  
**DO**  
or  
**DO**  
**NOT**



***THERE is***  
***no TRY***

# Goal

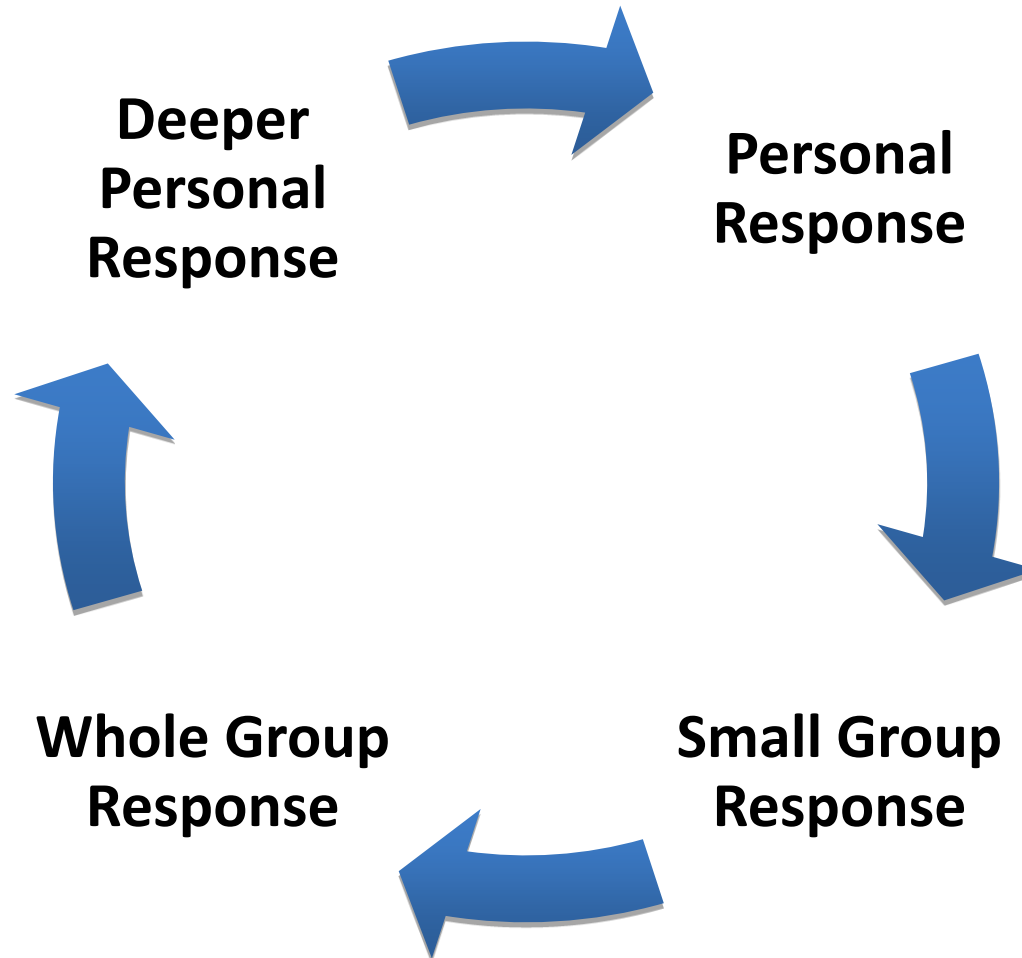
**At the end of the two-day session, participants will be able to design a unit of study that follows the inquiry process and incorporates the SC *College- and Career-Ready Standards for ELA.***

- 
- I can apply knowledge of the inquiry process.
- 
- I can establish an environment which is conducive to the inquiry model.
- 
- I can develop essential questions that guide inquiry.
- I can identify ways to formatively assess students.
- I can integrate the communication, reading-literary text, reading-informational text, and writing standards as well as disciplinary literacy into units of study.

# College-Ready Standards?

- Revisit *Interrogating Texts: 6 Reading Habits to Develop in your First Year at Harvard*.
- Working with the Fundamentals of Reading, Writing and Communication and the ELA Standards, match each of the 6 Habits with a standard(s) or a fundamental.

# Engagement Framework



# Formative Assessment



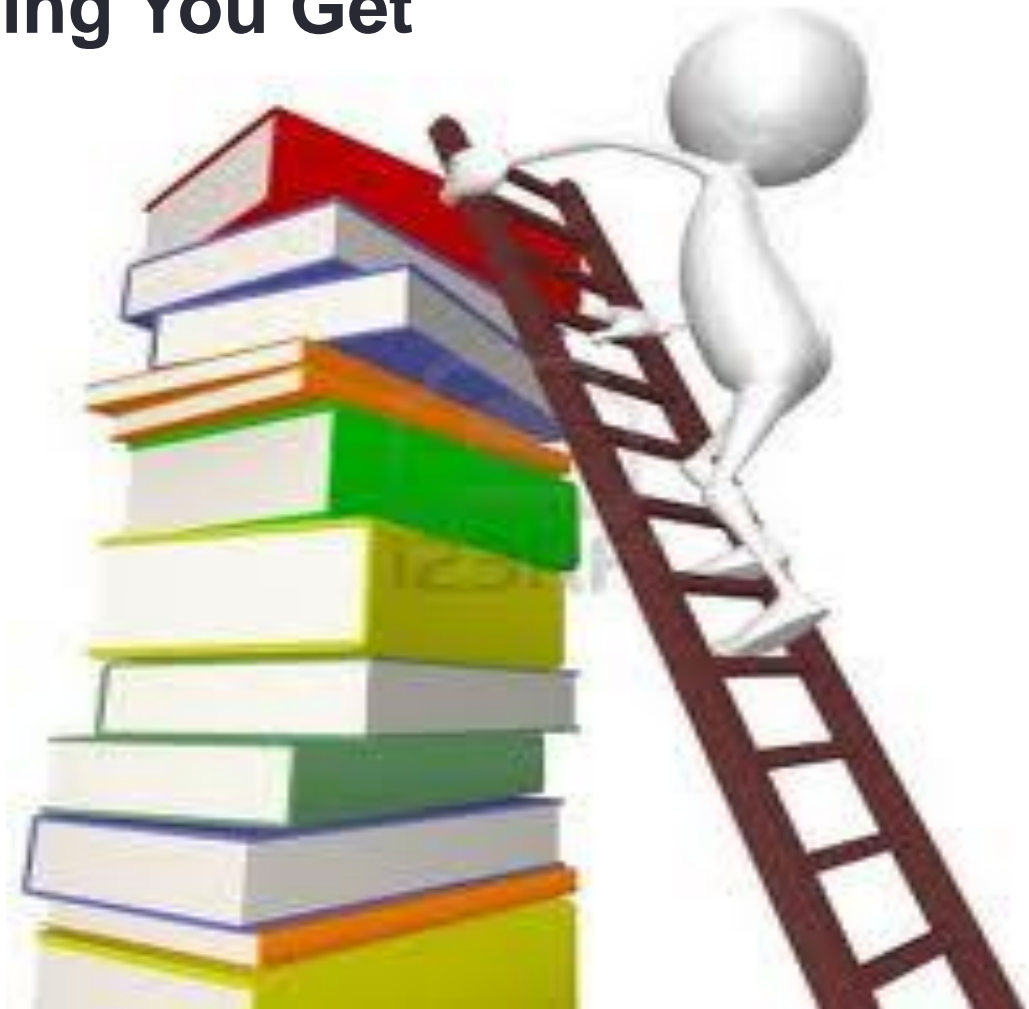
<http://imgur.com/gallery/fsxKasn>

1. List the types of reading or texts that are difficult for you to read. Be as specific as possible.
2. Describe what you do to help yourself when you're having difficulty reading a text. If you automatically quit reading or find a way to get around the reading, explain in detail what you do.
3. What grade did you earn in your last English class?
4. Describe what you were assigned to read in the class and share how much of the reading you actually did.
5. If you didn't do a majority of the reading, describe in detail what you did to get around it.



## Formative Assessment:

**Smart is Something You Get**



# Top Ten

Which one is your number one?

Stand by the number that you feel can positively impact you or teachers you may know.

Explain to others who are at your number why you feel this way.

**Assessment is “an ongoing, complex process in which we aim to discover and document what children are learning over time in many situations and across multiple symbol systems, so that we can help them learn.”**

from *Children, Language, and Literacy: Diverse Learners in Diverse Times*  
Genishi & Dyson, 2009

**ESPN**

# **PARDON THE INTERRUPTION**



FOR ASSESSMENT INFORMATION...

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# ENGLISH 1- EOCEP

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## **Timeline:**

**Spring 2017 Writing (field tested)**

**Fall 2017 Writing (operational)**

**Spring 2018 Writing (operational)**

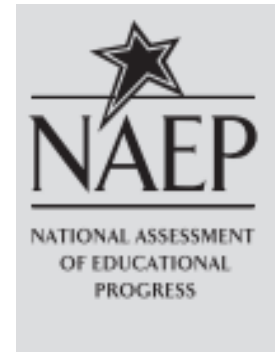
# High School Testing Information



**End-of-Course Examination Program**

**ACTWorkKeys**

**<http://ed.sc.gov/tests/high/>**

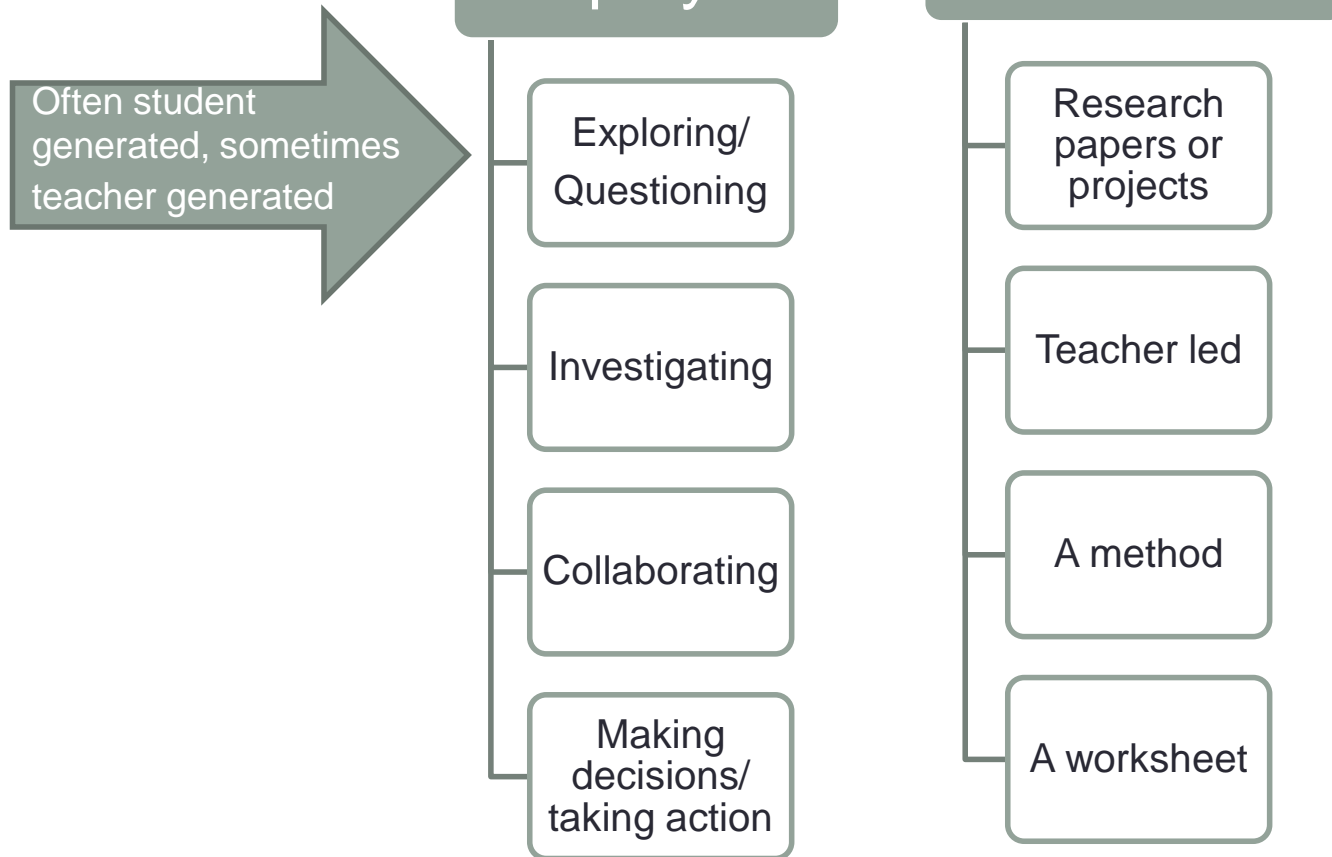


**Back to our regularly scheduled program...**

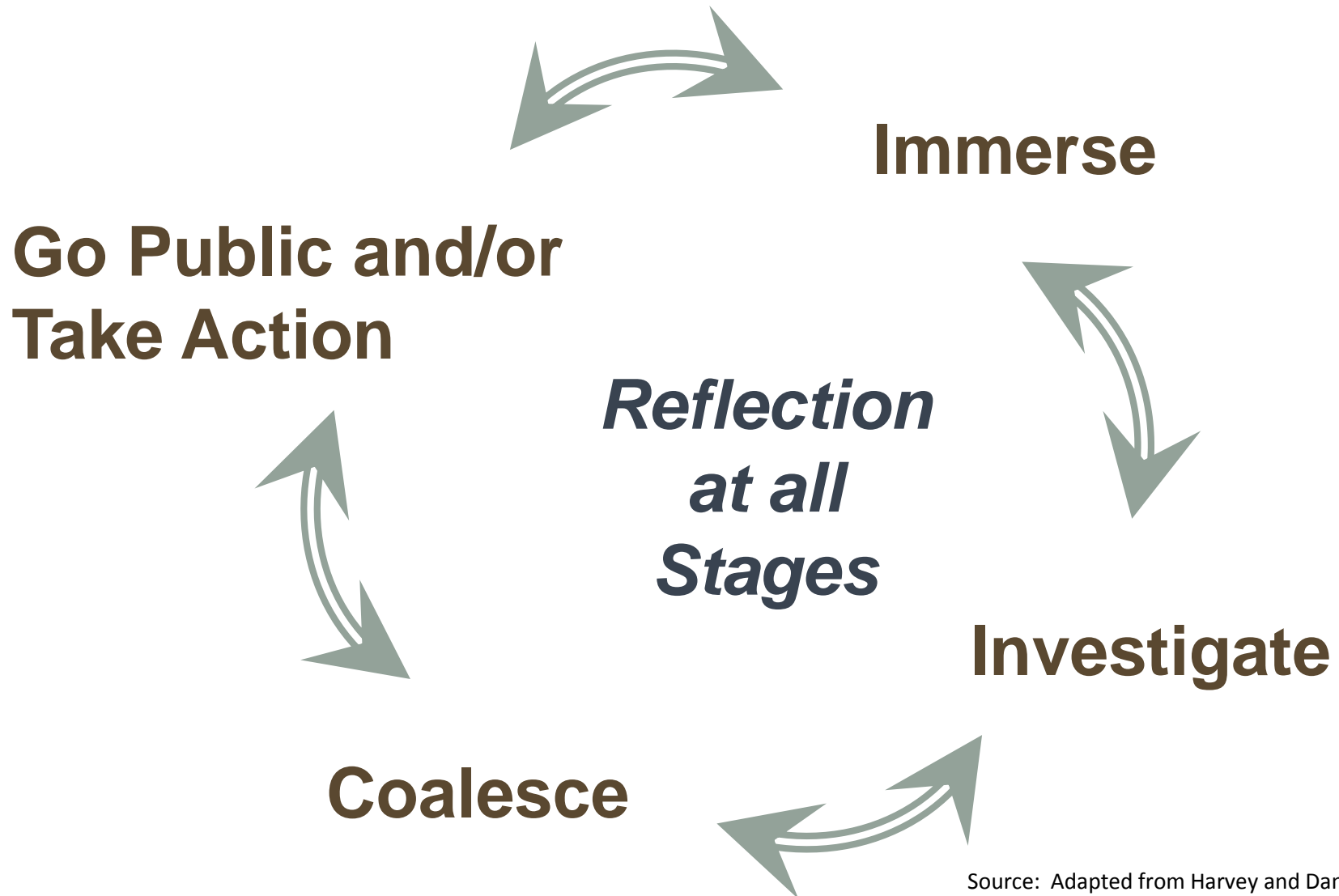




# Inquiry



# Inquiry Engagement Framework



Source: Adapted from Harvey and Daniels (2009)

# Planning for Inquiry

Consider the “Small-Group Inquiry Model” chart.



# STANDARDS

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Course Indicators

# Standards

**Inquiry Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.**

E1-2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.

**Reading-Literary Text Meaning and Context**

**Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.

**Standard 6: Summarize key details and ideas to support analysis of thematic development.**

6.1 Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

# WELCOME TO AMERICA

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**Mini Unit**

# Immigration: Welcome to The United States of America

	What do you think is important?	What are some of the big ideas presented?	What questions remain? Anything else?
Station 1: Picture Book <i>The Arrival</i> by Shaun Tan			
Station 2: Novel <u><i>Seedfolks</i></u> by Paul Fleishman			
Station 3: Forms Applications for Citizenship			
Station 4: Viewpoints #1 and #2			
Station 5: Websites			
Station 6: Photos <i>The Immigrant Experience</i>			
Station 7: Songs Collection I: Historical Collection II: Modern Day			

**Synthesis:** How has your thinking changed about what it means to be an immigrant? Why?

How did each source help you?

# Unit Starting Points

## Inquiry Text Set



Chart/ Timeline	Interview	Essay	Non-fiction Book	Pictures/Art
Lecture	Newspaper Article	Blog	Video Clip	Other





# SHARE UNITS

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What have you discovered?

# Evaluation

[https://scde.formstack.com/forms/spring\\_2016\\_end](https://scde.formstack.com/forms/spring_2016_end)

